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ABSTRACT

Project Positive Attitude Toward Learning (PATL) grew out of an identified need by the Bethalto Community Unit No. 8 schools to improve student self-concept and attitudes toward school. The basic approach used in project PATL is to change teacher behavior which, in turn, causes change to take place in student behavior. The mechanism for affecting teacher change is the use of four kits that are multimedia, individualized, self-paced, performance based learning packages. Kits are designed to teach specific skills in four complementary areas. Each of the four kits follows the same general format. Teachers are presented with a list of performance based objectives. For each objective numerous multimedia learning activities are provided followed by an assessment in the form of a paper-pencil task, classroom observation, or microteaching on video tape. The kits are bound books containing all materials except films and commercially available books. The Improved Self Concept Kit is designed to help teachers learn how self-concept develops, how to handle inappropriate behaviors so that the focus is on the behavior and the child's self-concept is enhanced rather than damaged. The Individualized Teaching Kit is designed to enable the teacher to quickly evaluate the appropriateness of reading materials for any student, to write instructional objectives, and to plan and implement an individualized learning program. In the Active Involvement Kit, teachers learn to use interaction patterns to facilitate classroom activities that actively involve the student in the learning process. Finally, the Processes of Learning Kit enhances questioning skills for the teacher to aid students with thinking and problem solving. (DMT)

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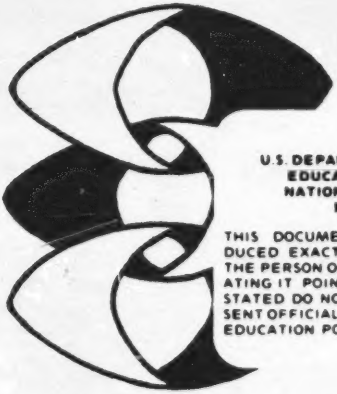
POSITIVE ATTITUDE TOWARD LEARNING

BETHALTO COMMUNITY UNIT NO. 8 SCHOOLS
322 East Central Street Bethalto, Illinois 62010

A Nationally Validated DEVELOPER-DEMONSTRATOR Project

The United States Office of Education
ESEA, Title III, Section 306



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— *Linking Cognitive and Affective Growth Through Improved Self Concept*

Performance Based Inservice Education
Available for Adoption by Local School Districts

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POSITIVE ATTITUDE TOWARD LEARNING

PERFORMANCE BASED INSERVICE EDUCATION

A Nationally Validated Title III ESEA Project

Sponsored By
The United States Office of Education
ESEA, Title III, Section 306
Washington, D.C.

BETHALTO COMMUNITY UNIT NO. 8 SCHOOLS

322 EAST CENTRAL STREET BETHALTO, ILLINOIS 62010

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Message from the Illinois Facilitator:

The following brochure has been produced under a grant from E.S.E.A., Title III, Section 306, to disseminate information and encourage adoption of nationally validated educational alternatives.

Statewide Facilitators in other states may have funds available to assist local districts in adapting-adopting this project.

For further information about this and other innovative educational programs contact:

Shirley Menendez, Coordinator
Project M.E.D.I.A.
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Mounds, Illinois 62964
Call Toll Free: 1 - 800 - 642-3992

INTRODUCTION

Project POSITIVE ATTITUDE TOWARD LEARNING, funded under Title III, ESEA, grew out of an identified need to improve student attitudes toward school and the belief that school personnel can do much to improve the way a student views himself in relationship to school.

The basic approach used in Project POSITIVE ATTITUDE TOWARD LEARNING is to change teacher behavior which, in turn, causes changes to take place in student behavior. The mechanism for effecting teacher change is the use of Kits--multi-media, individualized, self-paced, performance-based learning packages. Kits are designed to teach specific skills in four complementary areas. The skills are those which help a teacher enhance rather than diminish the child's self concept.

Project POSITIVE ATTITUDE TOWARD LEARNING has been Nationally Validated as an effective means for both improving the self concept and increasing the rate of academic growth in children whose view of self and of school have been negative. Positive Attitude Toward Learning is available to local school districts for adoption. See pages 7 and 8.

INSERVICE EDUCATION KITS

Brief descriptions of each of the four Inservice Education Kits and selected performance based objectives are provided on the following pages. Each Kit contains from five to seven teacher competencies. Key competencies have been listed in this brochure. For a complete list, contact the Project Director.

INDIVIDUALIZED INSTRUCTION

Individualized instruction is perhaps the most often talked about concept among educators today. Helpful guidance for a teacher wishing to individualize instruction tends to be scarce.

The model for individualizing instruction, as advocated by project POSITIVE ATTITUDE TOWARD LEARNING, is essentially a performance-based model. The central feature of the model is instructional objectives with performance standards.

A brief description of the model is as follows:

1. Performance objectives are developed and sequenced in a logical learning order.
2. A pre-test and post-test are constructed for each performance objective.
3. A number of learning activities are identified for each objective, each of which is designed to assist the student in developing the skill or behavior called for in the objective. Whenever possible the learning activities should include the use of various media (filmstrips, audio tapes, resource persons, various texts, etc.) to allow for different styles of learning on the part of students.

SELECTED TEACHER PERFORMANCE OBJECTIVES

After completing the Individualized Instruction Kit, the teacher will be able to:

1. Write instructional objectives which state conditions, desired behavior, and a performance standard.
2. Write and implement a program to individualize instruction which meets or exceeds the following criteria.
   a. Each student is working on a specific instructional objective.
   b. Different students are working on different objectives (self pacing is provided for).
   c. Learning materials and/or activities are aimed at at least two difficulty levels for each objective.
   d. The learning activities for at least 50% of the objectives provide the student the opportunity to select from various types of media for learning (print, non-print, human resources, games, etc.).
   e. A pretest is provided for each objective.
   f. A posttest is provided for each objective.

ACTIVE INVOLVEMENT

The Active Involvement Kit is based on the premise that a child who is involved in his learning activities has a more positive attitude toward self and school than the child who is a passive spectator in the classroom.

In order to actively involve the student in his learning, the teacher is encouraged to promote pupil interaction through classroom group discussion, small group learning activities, role playing, and the use of simulation activities.

The effect of the interaction of student with student and student with materials is an enhanced sense of involvement in his learning on the part of the child.

SELECTED TEACHER PERFORMANCE BEHAVIORS

The teacher will:

I. During a staff observation, demonstrate small group learning situations in which the following criteria are met:
   1. All members of the group participate.
   2. Group members play different roles.
   3. Group size is 5 to 8 students.
   4. Group members communicate.
   5. Groups were established by the teachers, based on sociometric measures.
   6. Teacher is able to identify reasons for group composition.
   7. Group members have specific tasks.
   8. Seat arrangement is conducive to small group learning.
   9. During small group learning, teacher functions as observer rather than a participant.

II. Develop and evaluate a list of five activities which involve simulations and/or manipulative devices. The teacher will implement one of the activities using the following criteria to evaluate the activity.
   1. Teacher provides clear, concise directions, explains rules and transactions.
   2. Teacher provides materials and/or information.
   3. Teacher provides adequate time, including breaks at appropriate times.
   4. All players are active.
   5. Simulation/device is appropriate to age group.
   6. Simulation is appropriate to subject being taught.
   7. Classroom conditions are conducive to use of activity.
   8. Any student not participating in activity is provided for.
   9. Teacher is able to explain the purpose of the specific activity and its effectiveness in the classroom.

PROCESSES OF LEARNING

The Processes of Learning Kit is based on the premise that thinking and problem solving do not necessarily result from the acquisition of a large number of facts. Using Piaget's definition of knowledge as "the structuring of behavior as interchange between organism and environment," we must go beyond memorization as the chief means of acquiring knowledge. It is the purpose of the Processes of Learning Kit to provide the teacher with techniques for eliciting higher order thinking and to provide alternative teaching strategies which promote greater use of thinking abilities. In addition, teachers are provided instruction in writing behavorial objectives and guided practice in the use of positive reinforcement, both necessary to an effective lesson.

SELECTED TEACHER PERFORMANCE OBJECTIVES

1. For each of Guilford's Productive Thinking Operations, construct a minimum of five questions which meet the criteria for that operation.

   Convergent - there is one correct answer, based upon correct solutions or behavioral norms.

   Divergent - calls for independent thinking, original work - many approaches or possible answers.

   Evaluation - calls for critical thinking, evaluating, judging, assessing, selecting and organizing.

2. Demonstrate skill at using an inductive or discovery teaching strategy by conducting a lesson which meets or exceeds the following criteria:

   a. Teacher provides specific examples of concepts to be learned.

   b. Students make generalizations based on examples presented to class.

   c. Fifty (50%) percent of teacher-initiated questions promote productive thinking.

   d. Teacher positively reinforces at least 70% of student responses.

   e. Teacher restricts talk to not more than 60% of discussion time.

   f. Teacher provides opportunities for students to test generalizations which they make.

*3. Demonstrate skill at using inquiry teaching strategies by conducting a lesson in which the teacher meets or exceeds the following standards:

   a. Acts as a resource person, answers yes or no to _____% of nontheory questions.

* Teacher and Inservice Specialist may set appropriate standards.

b. Verbally reinforces _____% of student questions which seek specific facts.

c. Allows students to ask as many questions as they wish.

d. Reinforces _____% of students who formulate theories.

e. 50% of teacher questions promote productive thinking.

IMPROVED SELF-CONCEPT KIT

This Kit is developed around the premise that a child's view of self is built during the years from birth through adolescence. The basis for the Kit is the Psychology of Harry Stack Sullivan and Kurt Lewin's "Level of Aspiration" Concept. The "Level of Aspiration" is the perceived success and failure experiences of the child as mirrored to the child by the reactions of the significant persons in his or her life.

The Kit includes classroom applications of Rudolf Dreikur's Logical Consequences Model, Dwight Goodwin's Reinforcement and Behavior Modification Model and a Teacher-Student Communication Model developed around the writing of Carl Rogers, Haim Ginott, and others. Each of these management and interaction models is aimed at effective classroom management while simultaneously improving each child's view of self.

SELECTED TEACHER PERFORMANCE OBJECTIVES

Upon completion of this improved Self-Concept Kit, the teacher should be able to:

1. Display comprehension of the characteristics, growth and development of self-concept by answering correctly 80% of the items on a project staff designed proficiency examination.
2. Demonstrate knowledge and skill in the application of reinforcement techniques by using positive reinforcement at a ratio of 3 to 1 to aversive stimuli during a thirty minute classroom observation. Following the observation the teacher will correctly identify 5 types of reinforcement by naming the type of reinforcement used.
3. Apply the Dreikur's Logical Consequences classroom management model at a 75% level of proficiency (a) in four classroom applications described to an Inservice Specialist or (b) on a staff designed proficiency examination.
4. Display comprehension at the 80% level of proficiency of the concepts of the PATL Communication Model as spelled out in the book Teacher and Child and other learning activities.
5. Successfully apply the PATL Communication Model in three one-half hour regular classroom situations to be observed by an Inservice Specialist by meeting the following selected criteria at a 90% level of proficiency.
   a. Teacher describes inappropriate situation and explains what needs to be done to correct situation.
   b. Teacher expresses personal feelings with "I"
   c. Teacher praises specific behavior or product, not the student himself.
   d. Teacher accepts student feelings by initially restating or clarifying student feelings.

EVALUATION DATA

A Comparison of Target Group Students in Participating Teachers' Classrooms

BEFORE AND AFTER

	BEFORE	AFTER
Self Concept Mean Score	Below 15th percentile	Above 40th percentile
Reading Comprehension Mean Growth Rate Per Year	¾ year	1½ years

First, it should be pointed out that target group students, as defined by the project, are children whose past failure and frustration make it most difficult for their view of self to change. Yet, they have changed. When Project teachers have applied the procedures and activities of the Individualized Instruction Kit, the Active Involvement Kit, the Processes of Learning Kit, and the Self-Concept Kit, target group students have improved their view of self.

As a result of the Project participating teachers' behavior change, target group students exhibit an INCREASED LEVEL OF SELF CONCEPT, with the attendant reduction of frustration and failure. Before their teachers' participation in Project POSITIVE ATTITUDE TOWARD LEARNING, target group students' mean self concept score was below the 15th percentile. AFTER participation in Project training by their teachers, target group students' mean self concept score was above the 40th percentile. A number of target group students moved to above the 50th percentile in their level of self concept.

This growth in self esteem made the growth in academic interest and achievement an expectation rather than a surprise. Before their teachers' participation in Project POSITIVE ATTITUDE TOWARD LEARNING, target group students' mean rate of reading growth was less than ¾ of a school year per school year. AFTER participation in Project training by teachers, target group students' mean rate of reading INCREASED to 1½ years of reading growth PER YEAR.

The evidence indicates Project POSITIVE ATTITUDE TOWARD LEARNING works! Students change; their teachers create a learning environment which makes the student feel better about HIMSELF, about SCHOOL, and about LEARNING.

Workshops in the skills and concepts taught in POSITIVE ATTITUDE TOWARD LEARNING may be arranged. Please contact:

Charles Peian, Director
POSITIVE ATTITUDE TOWARD LEARNING
Bethalto Community Unit #8
322 East Central
Bethalto, Illinois 62010
A.C. 618 - 377-5211, Ext. 79

DEVELOPER/DEMONSTRATOR

POSITIVE ATTITUDE TOWARD LEARNING is one of several Title III, ESEA, projects in the nation selected by the United States Office of Education as a Developer/Demonstrator Project for 1975-76. Funds have been made available under Section 306 of Title III, ESEA, to encourage the adaption-adoption of this innovative and successful inservice training program by schools throughout the nation.

POSITIVE ATTITUDE TOWARD LEARNING has effectively demonstrated that students who have a positive view of self also exhibit a positive attitude toward school and an increase in the rate of academic growth.

BEGINNING SEPTEMBER 1, 1975, a team from POSITIVE ATTITUDE TOWARD LEARNING will be available to conduct training sessions for potential adopter districts in all fifty states. The POSITIVE ATTITUDE TOWARD LEARNING team will provide local districts with the following:

1. SELF PACED, PERFORMANCE BASED, INDIVIDUALIZED TRAINING, for Inservice Specialists in the use of the inservice training Kits. Training will take place at the PATL Center, the adopter district's site or a site mutually agreeable to both parties.
2. TEACHER INSERVICE TRAINING KITS containing:
   a. Performance based objectives
   b. Multi-media activities to be used in accomplishing each objective.
   c. Evaluation instruments to determine successful completion of each Kit objective.
3. Two days of follow up CONSULTATION AND TRAINING for the Inservice Specialists at the adopter school sites within one month after the implementation of the program.
4. A recommended system for MONITORING the program for each adopter district.
5. A recommended system for both the PROCESS and SUMMATIVE EVALUATION of the program.

Participation in the training sessions will provide Inservice Specialists from adopter districts with the SKILLS and MATERIALS necessary to train teachers in the local district in the techniques for creating a POSITIVE ATTITUDE TOWARD LEARNING.

The last full week of each calendar month will be set aside for training of Inservice Specialists of adopter schools. The training may take place at the Project PATL site, the adopter school's site or a site mutually agreeable to both parties.

The cost to adopter districts will vary from district to district, depending upon the number of professional staff involved and the program options selected. In developing the program POSITIVE ATTITUDE TOWARD LEARNING expended $39 per teacher in start-up costs and $183 per teacher for operation of the program. Most of the $183 in operational costs were expended for salaries of the Inservice Specialists. Adopting districts which have personnel who can be reassigned to the role of an Inservice Specialist will reduce their costs considerably.

Supervisory personnel, counselors, part-time teachers, etc., can function effectively as Inservice Specialists.

Personnel from potential adopter districts wishing to view POSITIVE ATTITUDE TOWARD LEARNING in operation may arrange to visit the Project site for Orientation-Demonstration during the SECOND week of each month September through May.

Persons wishing to arrange to visit POSITIVE ATTITUDE TOWARD LEARNING in Bethalto, Illinois, may make arrangements by contacting:

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322 East Central
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